

8.R.1.1 Students are able to **apply** knowledge of word origins and derivations to **extend** vocabulary development.

Verbs Defined:

- apply -- use in writing and/or speaking
- extend -- extend

Key Terms Defined:

- word origins -- words originating from foreign languages
- derivations -- different formed from existing roots by adding prefixes and suffixes

Teacher Speak:

Students are able to apply (use in writing and/or speaking) knowledge of word origins (words originating from foreign languages) and derivations (different formed from existing roots by adding prefixes and suffixes) to extend vocabulary development.

Student Speak:

I can use in writing and/or speaking (apply) my knowledge of words originating from foreign languages (word origins) and different words formed from existing roots by adding prefixes and suffixes (derivations) to extend vocabulary development.

8.R.1.2 Students are able to **use** reading strategies to **comprehend** the meaning of words and text.

Verbs Defined:

- use -- apply in writing and/or speaking
- comprehend -- understand

Key Terms Defined:

- reading strategies:
 - skimming
 - scanning
 - word webbing
 - predicting
 - inferring
 - visualizing
 - synthesizing

Teacher Speak:

Students are able to use (apply in writing and/or speaking) reading strategies (skimming, scanning, word webbing, predicting, inferring, visualizing, and synthesizing) to comprehend the meaning of words and text.

Student Speak:

I can apply in writing and/or speaking (use):

- skimming
 - scanning
 - word webbing
 - predicting
 - inferring
 - visualizing
 - synthesizing -- combining new information with existing knowledge to form an original idea or interpretation
- (reading strategies) to comprehend the meaning of words and text.

8.R.2.1 Students are able to **analyze** and **explain** the author's use of literary elements.

Verbs Defined:

- analyze -- examine
- explain -- describe in writing and/or speaking

Key Terms Defined:

- literary elements
 - characterization
 - setting
 - plot
 - point of view
 - theme

Teacher Speak:

Students are able to analyze (examine) and explain (describe in writing and/or speaking) the author's use of literary elements (characterization, setting, plot, point of view, and theme).

Student Speak:

I can examine (analyze) and describe in writing and/or speaking (explain) the author's use of:

- characterization (characters in the story through physical descriptions, dialogue, actions of the character, reactions to the character, thoughts and feelings of the character, and the narrator's direct comments)
- setting (when and where the story takes place based on context clues)
- plot (exposition, rising action, climax, falling action, and conflict resolution)
- point of view (first person, second person, and third person)
- theme (characterization, setting, plot, and point of view to determine message)

(literary elements).

8.R.2.2 Students are able to **describe** the effects of the author's use of literary devices.

Verbs Defined:

- describe -- describe in writing and/or speaking

Key Terms Defined:

- literary devices:
 - imagery
 - rhyme scheme
 - alliteration
 - metaphors
 - idioms
 - onomatopoeia

Teacher Speak:

Students are able to describe in writing and/or speaking the effects of the author's use of literary devices (imagery, rhyme scheme, alliteration, metaphors, idioms, and onomatopoeia).

Student Speak:

I can describe in writing and/or speaking the effects of the author's use of:

- picture in your mind (imagery)
- the pattern formed by word endings (rhyme scheme)
- words beginning with the same sound (alliteration)
- comparing two unlike objects (metaphor)
- common words that give a whole new meaning (idioms)
- words that create sounds (onomatopoeia)

(literary devices).

8.R.3.1 Students are able to **compare/contrast** literature from different eras or cultures dealing with similar themes or conflicts.

Verbs Defined:

- compare and contrast -- describe in writing and/or speaking similarities and differences

Key Terms Defined:

- era -- time periods
- culture -- groups of people based on age, gender, religion, ethnicity and ways of life

Teacher Speak:

Students are able to compare and contrast (describe in writing and/or speaking similarities and differences) literature from different eras (time periods) or cultures (groups of people based on age, gender, religion, ethnicity and ways of life) dealing with similar themes or conflicts.

Student Speak:

I can describe in writing and/or speaking similarities and differences (compare and contrast) of the themes and problems in literature from various time periods (eras) or groups of people based on age, gender, religion, ethnicity and ways of life (cultures).

8.R.4.1 Students are able to **determine** the appropriate strategy to **gather** and **organize** information.

Verbs Defined:

Key Terms Defined:

- strategy -- method
- information:
 - primary: interview, diaries, letters, autobiographies)
 - secondary: encyclopedias, biographies, textbook, magazine, website

Teacher Speak:

Students are able to determine the appropriate strategy (method) to gather and organize information (primary and secondary sources).

Student Speak:

I can determine the best method (strategy) for gathering, sorting, and organizing these things:

- primary sources:
 - interview
 - diaries
 - letters
 - autobiographies
 - secondary sources:
 - encyclopedias
 - biographies
 - textbook
 - magazine
 - website
- (information).

8.R.4.2 Students are able to **evaluate** information about a topic **gathered** from a variety of sources.

Verbs Defined:

- evaluate -- judge by writing and/or speaking

Key Terms Defined:

- Source -- print and electronic materials

Teacher Speak:

Students are able to evaluate (judge by writing and/or speaking) information about a topic gathered from a variety of sources (print and electronic materials).

Student Speak:

I can judge information (evaluate) about a topic gathered from a variety of print and electronic materials (sources) by writing and/or speaking.

8.R.4.3 Students are able to **combine** new information with existing knowledge to **form** interpretations.

Verbs Defined:

Key Terms Defined:

- interpretations -- new understandings
- existing knowledge -- what I already know

Teacher Speak:

Students are able to combine new information with existing knowledge (what I already know) to form interpretations (new understandings).

Student Speak:

I can combine new information with what I already know (existing knowledge) to form new understandings (interpretations).